



PERSONALITY ADJUSTMENT AND SELF CONCEPT OF VISUALLY IMPAIRED AND HEARING IMPAIRED COLLEGE GOING STUDENTS

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ABSTRACT

The present investigation was carried out by the investigators to study personality adjustment and self concept of visually impaired and hearing impaired college going students and to compare them on their personality adjustment and self-concept. For the data collection the investigators have used Bells adjustment Inventory and Sagar Sharmas self-concept inventory. For the data collection purposive sampling technique was used and was analyzed by some statistical techniques to reach the conclusion. Some of the major findings has been drawn from the present investigation such as there is no significant mean difference between visually impaired and hearing impaired students on their personality adjustment however significant mean difference as found between visually impaired and hearing impaired students on their self-concept.

KEYWORDS: Personality Adjustment, Self-Concept, Visually Impaired, Hearing Impaired, college going students.

INTRODUCTION:

India is a socialistic democratic country; therefore, democracy is committed to the principle of education for all regardless of race, cast, creed, sex, defect and disability. Education should be given to every individual as per interests, desires, capacities and abilities by which he will find his place and use that place to shape both himself and the society towards nobler end on the basis of co-operation, tolerance, mutual respect and fellow feeling. In democratic set-up every individual, whether normal or disabled has birth right to live, to work, to have property and to get education. Education of normal students is a routine based work however education of disabled students does not fall within this category, It calls for an extraordinary methodology, approach and the allied techniques which will help them not only full fill their needs and necessities but by and large endorse their overall growth and development.

The researchers and special educators defined that physically challenged individual possess wide ranging physical impairments in sense of sight, hearing, touch and speech. As it is truth that senses are called gateways of knowledge, the sense of vision has prime importance permitting us to learn more about the adjacent world. The sense of vision is being used in every sphere of life. The majority of people believe that sense of sight is most valued and precious of the five senses, and uncountable people feel threat of visual impairment/blindness as compared to any other disability. The defective vision markedly affects an individual in every walk of life. It has been addressed that visually impaired children are categorized into four major categories viz. partially visually impaired, low vision, legally blind and fully blind. Partially visually impaired children are those children who possess difficulty in seeing and in overall impression and needed special support to learning. The low vision visually impaired children facing countless serious problems in day to day life; furthermore perception is not possible at normal distance. These Children needed reassuring arrangements to read and see in their surroundings. They may even bitterly learn through the use of Braille. Legally blind children are those children who have vision less than 20/200. It means what the normal eye can see the things at the distance of 200 feet that can be seen legally blind at the distance of 20 feet. These children cannot see things clearly, whether they are near or faraway. They have lost maximum vision so that is why these children have to stand 20 feet from an object to see it as well as someone with perfect vision could from 200 feet away. Thoroughly blind or fully blinds are those who lost complete sense of sight and their eyes are not able to process images, and they are able to learn through artificial sources especially Braille. The Snellen chart is majorly used to major the visual acuity of visually impaired children.

As the sense of sight has given due importance likewise sense of hearing provides us feeling of social security, well-being and participation in social setting and majorly plays a vital role in the development of communication. The hearing mechanism is a multilayered and perform a number of roles: to be able to hear very soft sounds over a wide frequency range as well as with stand the very loud sounds, to distinguish between sounds that vary in pitch and loudness; to be able to locate the direction of arrival of a sound and in the presence of noise, to be able to switch on and off a sound of interest. The human ear is able to perceive simple tones in the range of 20 to 20,000 Hz and also compound signals such as speech and music. These types of signals are used in the calculation of hearing loss. Hearing impairment refers to a defect in or injury to the hearing mechanism. When the injury or defect might occur in various parts of the ear that results hearing loss.

The deafness and hard of hearing is based on degree of hearing loss. Generally hearing impaired are those children whose sense of hearing is non-functional for ordinary function of living. These children face difficulty to distinguish sound at all even with improved vocalizations. The various sensory defective subjects included in this class will be those having hearing loss of more than 70 decibels (Graham Bell's Scale) in the better ear (profound) loss of hearing in both ears (ministry of social welfare 1987). The hearing impairment gives birth to various social and psychological problems and hearing defective children are prescribed to use hearing aids in order to overcome the various problems.

Research focus:

Aqueel (2007) studied 200 physically challenged students and found that visually impaired and crippled students have number of adjustment problems which slows down their self concept. Noor Din (2009) conducted study on specially abled students and concluded that personality adjustment and study habits are negatively correlated with each other. Taniya and (2010) carried out the research studies on differently abled students and found that there is no significant mean difference between hearing impaired and crippled students on their personality adjustment. While going through the review available regarding specially abled students few studies have been carried out on specially abled students but no such evidence is available in our Kashmir province so the research got interested to carry out this research study and the main focus of this research study is to know the various adjustment problems faced by visually impaired and hearing impaired college going students and effect of those problems on their self concept.

OBJECTIVES OF THE STUDY:

For the present study the investigators has formulated following objectives.

1. To find out visually impaired and hearing impaired college going students in Kashmir province.
2. To study the personality adjustment and self concept of visually impaired and hearing impaired college going students.
3. To compare visually impaired and hearing impaired college going students on various dimension of personality adjustment.
4. To compare visually impaired and hearing impaired college going students on self concept.

HYPOTHESES:

The investigators have formulated the following Null hypotheses for the present study.

1. Visually impaired and hearing impaired college going students do not differ significantly on their personality adjustment.
2. Visually impaired and hearing impaired college going students do not differ significantly on their self concept.

Methods and procedure:

Any piece of research is incomplete without a proper plan of action. A research is

designed to enable the researcher to arrive at a valid, objective and accurate solution of the given problem as possible. Research design is thus, a detailed plan of how the goals of research will be achieved.

Sample:

The sample for the present study was consisted of 200 specially abled students viz. (100 visually impaired, 100 hearing impaired who sought admission under physically challenged category in various Govt. degree colleges under different course. The students shall be in the age range of 19-23 years and shall be selected by following purposive sampling.

Tool used:

For the present investigation following tools have been selected for the data collection.

1. Personality adjustment inventory by Huge. M. Bells.
2. Self concept Inventory by Sagar and Sharma.

Statistical technique:

The collected data has been analyzed and interpreted by using following statistical techniques.

Mean, S.D, t-value and coefficient of correlation by product moment method.

Analysis and interpretation of data:

In order to test the hypotheses formulated for the present study, the data collated through the administration of the selected tool was statistically analyzed by employing t-test. As a result of this the visually impaired and hearing impaired students were compared on personality adjustment and self concept.

Table 4.1: Showing the mean comparison between visually impaired and Hearing Impaired on various dimensions of Personality Adjustment

Dimension	Group	N	Mean	Std. Deviation	t-value	Level of Sig.
Home Adjustment	Visual Impaired	100	12.65	4.562	1.498	Insignificant
	Hearing Impaired	100	11.70	4.419		
Health Adjustment	Visual Impaired	100	12.21	4.347	1.412	Insignificant
	Hearing Impaired	100	13.07	4.298		
Social Adjustment	Visual Impaired	100	11.99	4.126	1.470	Insignificant
	Hearing Impaired	100	11.10	3.500		
Emotional Adjustment	Visual Impaired	100	12.48	6.165	0.362	Insignificant
	Hearing Impaired	100	12.20	4.686		

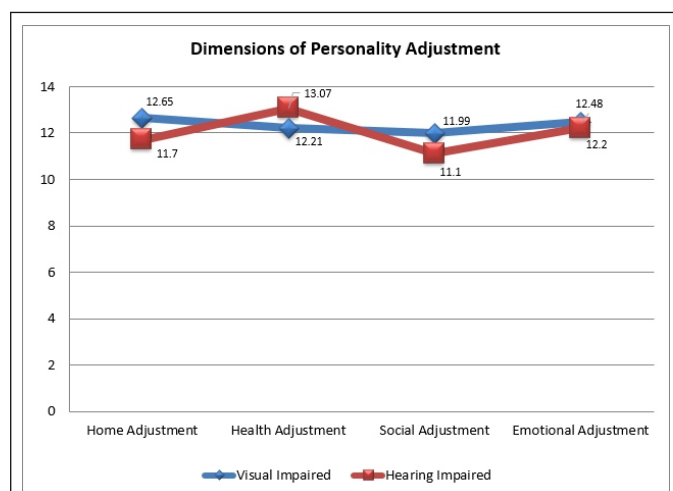


Fig. 4.1: Showing the mean comparison between visually impaired and Hearing Impaired on various dimensions of Personality Adjustment

The perusal of above table shows the mean differences between visually impaired and hearing impaired college going students on home, health, social and physical dimensions of personality adjustment. While comparing the visually impaired with hearing impaired on home, health, social and emotional adjustment both visually impaired and hearing impaired shows no significant difference at .05 level of significance. However the mean score favors visually impaired as compared to the hearing impaired college going students on *home adjustment, health adjustment, social adjustment and emotional adjustment* but fails to reach .05 level of significance, which indicates that both the visually impaired and hearing impaired students shows similar type of problems in home adjustment, health adjustment, social adjustment and emotional adjustment. The results throw light on that both visually impaired and hearing impaired college going students shows same problems in home life and have inter-family relationships, attitude and jealousy problems. Both the categories fails to make easily friends and other social relations as they are shy and have not firm belief on their personal relationships. The results of the table also reveal that both visually impaired and hearing impaired college going students are not emotionally well adjusted which indicates that they have less peace of mind and are concerned with their personal worries and anxieties and are getting easily irritated and unstable. Table also reveal that both the visually impaired and hearing impaired shows similar type of problems in health and social adjustment. The results reveal that both visually impaired and hearing impaired college going students show to some extent similar health and life problems and shows no interests in physical fitness and hygienic environment and remains always socially unstable. Both the categories show difficulty in attending social gatherings as they show same level of shyness. They are always feeling sense of loneliness and fail to adjust in any social function because they have no exposure of participation

Table 4.2: Showing the mean comparison of visually impaired and hearing impaired college going students on composite score of Personality Adjustment

Personality Adjustment	Category	N	Mean	Std Deviation	t-value	Level of significance
Composite score	Visual Impaired	100	58.90	14.551	0.414	Insignificant
	Hearing Impaired	100	58.10	12.702		

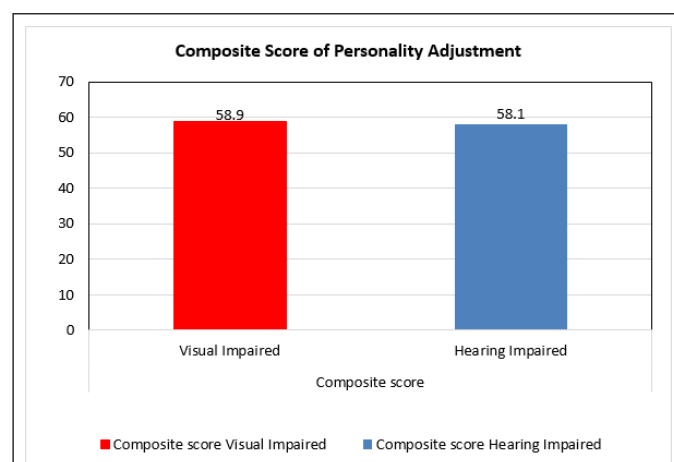


Fig. 4.2 Showing the mean comparison of visually impaired and hearing impaired college going students on composite score of Personality Adjustment

The perusal of above table shows the mean differences between visually impaired and hearing impaired college going students on composite score of personality adjustment. The results of the table reveal that the mean difference fails to reach any level of significance which means that both visually impaired and hearing impaired college going students show similar type personality adjustment problems. The results seems to be justified on the grounds that both visually impaired and hearing impaired college going students are suffering from a disability therefore it will directly affect their home adjustment, health adjustment, social adjustment and emotional adjustment which causes overall personality adjustment problems for both visually impaired and hearing impaired college going students. Visually impaired have low visual acuity which hinders them to perceive the objects freely and fairly and restricts them to adjust easily in any situation, because they are more dependent on other for support and help to move freely, fairly and dealing with any activity. Their restricted vision slows down their adjustments which causes problems in their home, health, social and emotional adjustment. While as hearing impaired students fail to understand the communication freely and fairly which always put them in such a perplex where they fail to adjust themselves at home and society and feel most of the times emotionally unstable.

Table 4.3: Showing the mean comparison between visually impaired and Hearing Impaired on their Self-Concept

Self-Concept	Group	N	Mean	Std. Deviation	t value	Level of Sig.
	Visual Impaired	100	167.70	22.955	0.258	Insignificant
	Hearing Impaired	100	166.88	21.955		

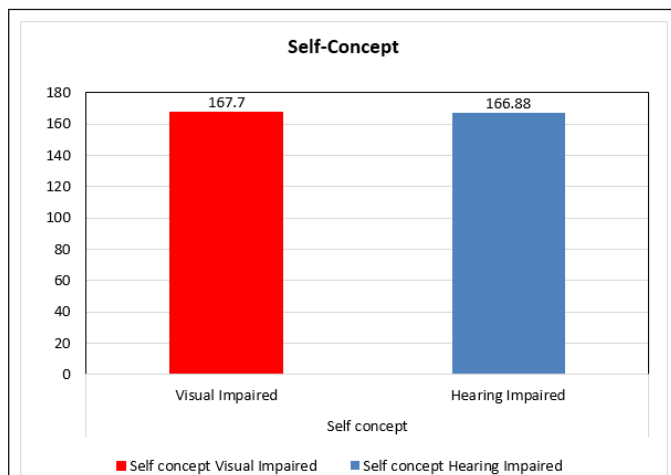
**Fig.4.3: Showing the mean comparison between visually impaired and Hearing Impaired on their Self-Concept**

Table 4.3: Shows the mean comparison of visually impaired and hearing impaired college going students on self-concept. While comparing both visually impaired and hearing impaired college going students on self-concept the results of the table reveal that calculated t-value which is (.0258) does not exceeds the tabulated t-value at .05 level. The result of the table reveal that both visually impaired and hearing impaired college going students shows poor self-concept and same perception of their appearances, abilities and disabilities, values and aspirations. Further they show poor response towards positive attitude, dealings and self-involvement in any activities and knowledge towards their achievements. Visually impaired and hearing impaired students show similar response towards their self-concept followed by that they are coward, wicked, wavering, bluffer, harmful and hostile. The result seems to be justified on the grounds that visually impaired students have visual acuity problem which hinders them to observe and perceive the situation clearly and are more dependable on others while as hearing impaired students fail to make the contacts with other easily because of their hearing problems due to which they are not understanding the communication easily and are dependent on others which makes them cowered, wavering, bluffer and hostile and are more dependable on other which makes them cowered, wavering, bluffer and hostile.

CONCLUSIONS:

1. It has been found that no significant mean difference was found between visually impaired and hearing impaired college going students on dimension of home adjustment. Both categories show similar type of home adjustment problems. Both show similar problems in their home life and inter-friends relationships, attitude and jealousy problems. They are not making friends and other social relations easily as they are shy do not belief on their personal relationships.
2. It has been found that no significant mean difference was found between visually impaired and hearing impaired college going students on dimension of health adjustment. Both visually impaired and hearing impaired shows similar type of health adjustment problems. Both categories shows similar health issues and are not taking interest in physical fitness and hygienic environment.
3. Further it has been found that there is no significant mean difference between visually impaired and hearing impaired college going students while comparing on dimension of social adjustment. Both categories show similar social adjustment problems. Both the categories are not socially well adjusted and have difficulty in attending social gatherings. They are not feeling sense of loneliness and are not participating any social function.
4. Also it has been found that no significant mean difference was found on emotional adjustment. Both visually impaired and hearing impaired showed indistinguishable emotional adjustment problems. Both visually impaired and hearing impaired college going students are emotionally instable which indicates that they have no peace of mind and are concerned with their per-

sonal worries and anxieties. They get easily irritated and unstable.

5. On composite score of personality adjustment it has been found that there is no significant mean difference between visually impaired and hearing impaired students. Both the categories of students show similar type of personality adjustment problems.
6. It has been found that no significant mean difference was found between visually impaired and hearing impaired students on their self-concept. Both visually impaired and hearing impaired college going students shows poor response towards positive attitude, dealings and self-involvement in any activities and knowledge towards their achievements. Visually impaired and hearing impaired students show similar response towards their self-concept followed by that they are coward, wicked, wavering, bluffer, harmful and hostile.

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